

Building an Effective Writing Process over Time

Emergent Writers	Early Writers	Transitional Writers	Self-Extending Writers	Advanced Writers
<ul style="list-style-type: none"> Write name left to right. Write alphabet letters with increasingly accurate letter formation. Hear and represent some consonant sounds at beginnings and ends of words. Use some letter names in the construction of words. Sometimes use spaces to separate words or attempted words. Label drawings. Establish a relationship between print and pictures. Remember message represented with letters or words. Write many words phonetically. Write a few easy words accurately. Communicate meaning in drawings. 	<ul style="list-style-type: none"> Write known words fluently. Write left to write across several lines. Write 20 to 30 words correctly. Use letter-sound and visual information to spell words. Approximate spelling of words, and easy-to-hear vowel sounds. Form almost all letters accurately. Compose two or three sentences about a single idea. Write about familiar topics and ideas. Remember messages while spelling words. Consistently use spacing. Relate drawings and writing to create a meaningful text. Reread their writing. 	<ul style="list-style-type: none"> Spell many words conventionally and make nearly accurate attempts at many more. Work on writing over several days to produce longer, more complex texts. Produce pieces of writing that have dialogue, beginnings, and endings. Develop ideas to some degree. Employ a flexible range of strategies to spell words. Consciously work on their own spelling and writing skills. Write in a few different genres. Demonstrate ability to think about ideas while "encoding" written language. Can use basic punctuation and capitalization skills. 	<ul style="list-style-type: none"> Spell most words quickly without conscious attention to the process. Proofread to locate their own errors, recognize accurate parts of words, and use references or apply principles to correct words. Have ways to expand their writing vocabulary. Understand ways to organize information: writing such as compare/contrast, description, temporal sequence, cause/effect. Develop a topic and extend a text over many pages. Develop pieces of writing that have "voice." Use what they know from reading texts to develop their writing. Recognize and use aspects of the writer's craft to improve the quality of their writing. Write for many different purposes. Show a growing sense of the audience for their writing. Critique own writing and offer suggestions to other writers. 	<ul style="list-style-type: none"> Understand the linguistic and social functions of conventional spelling and produce products that are carefully edited. Write almost all words quickly, accurately, and fluently. Use dictionaries, thesauruses, computer spell check programs, and other text resources; understand organization plans for these resources. Control a large body of known words that constantly expands. Demonstrate a large speaking and listening vocabulary as well as knowledge of vocabulary that is used often in written pieces. Notice aspects of the writer's craft in texts that they read and apply their knowledge to their own writing. Critically analyze their own writing and that of others. Write for a variety of functions—narrative, expressive, informative, and poetic. Write in various persons and tenses. Write for different audiences, from known to unknown. Write about a wide range of topics beyond the present time, known settings, and personal experiences.
<p>Texts: Simple labels and sentences with approximated spelling.</p>	<p>Texts: One or more sentences around a single idea; some conventionally spelled words.</p>	<p>Texts: Longer texts with several ideas; mostly conventional spelling and punctuation; simple sentence structure.</p>	<p>Texts: A variety of genres; conventional use of spelling and punctuation; more complex sentence structure; development of ideas in fiction and nonfiction; a variety of ways to organize nonfiction.</p>	<p>Texts: A variety of long and short compositions; wide variety of purpose and genre; literary quality in fiction and poetry; variety of ways to organize informational text.</p>
Approximate Grades: K-1	1-2	2-3	3-4	4-6

Figure 3-3. Building Reading Processes over Time.

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Building an Effective Reading Process over Time

Emergent Readers [Levels A–B]	Early Readers [Levels B–H]	Transitional Readers [Levels H–M]	Self-Extending Readers [Levels M–R]	Advanced Readers [Levels R–Y]
<ul style="list-style-type: none"> ◆ Become aware of print. ◆ Read orally, matching word by word. ◆ Use meaning and language. ◆ Hear sounds in words. ◆ Recognize name and some letters. ◆ Use information from pictures. ◆ Connect words with names. ◆ Notice and use spaces between words. ◆ Read orally. ◆ Match one spoken word to one printed word while reading one or two lines of text. ◆ Use spaces and some visual information to check their reading. ◆ Know names of some alphabet letters. ◆ Know some letter-sound relationships. ◆ Read left to right. ◆ Recognize a few frequently encountered words. 	<ul style="list-style-type: none"> ◆ Know names of most alphabet letters and many letter-sound relationships. ◆ Use letter-sound information along with meaning and language to solve words. ◆ Read without pointing. ◆ Read orally and begin to read silently. ◆ Read fluently with phrasing on easy texts; use the punctuation. ◆ Recognize most easy frequently encountered words. ◆ Check to be sure reading makes sense, sounds right, looks right. ◆ Check one source of information against another to solve problems. ◆ Use information from pictures as added information while reading print. 	<ul style="list-style-type: none"> ◆ Read silently most of the time. ◆ Have a large core of known words that are recognized automatically. ◆ Use multiple sources of information while reading for meaning. ◆ Integrate sources of information such as letter-sound relationships, meaning, and language structure. ◆ Consistently check to be sure all sources of information fit. ◆ Do not rely on illustrations but notice them to gain additional meaning. ◆ Understand, interpret, and use illustrations in informational text. ◆ Know how to read differently in a different genre. ◆ Have flexible ways of solving words, including analysis of letter-sound relationships and visual patterns. ◆ Read with phrasing and fluency at appropriate levels. 	<ul style="list-style-type: none"> ◆ Read silently; read fluently when reading aloud. ◆ Use all sources of information flexibly in a smoothly orchestrated way. ◆ Sustain reading over texts with many pages that require reading over several days or weeks. ◆ Enjoy illustrations and gain additional meaning from them as they interpret texts. ◆ Interpret and use information from a wide variety of visual aids in expository texts. ◆ Analyze words in flexible ways and make excellent attempts at new, multisyllable words. ◆ Have systems for learning more about the reading process as they read so that they build skills simply by encountering many different kinds of texts with a variety of new words. ◆ Are in a continuous process of building background knowledge and realize that they need to bring their knowledge to their reading. ◆ Become absorbed in books. ◆ Begin to identify with characters in books and see themselves in the events of the stories. 	<ul style="list-style-type: none"> ◆ Read silently; read fluently when reading aloud. ◆ Effectively use their understanding of how words work; employ a wide range of word-solving strategies, including analogy to known words, word roots, base words, and affixes. ◆ Acquire new vocabulary through reading. ◆ Use reading as a tool for learning in content areas. ◆ Constantly develop new strategies and new knowledge of texts as they encounter greater variety. ◆ Develop favorite topics and authors that form the basis of lifelong reading preferences. ◆ Actively work to connect texts for greater understanding and finer interpretations of texts. ◆ Consistently go beyond the text, read to form their own interpretations, and apply understanding in other areas. ◆ Sustain interest and understanding over long texts and read over extended periods of time. ◆ Notice and comment on aspects of the writer's craft. ◆ Read to explore themselves as well as philosophical and social issues.
<p><i>Texts: Simple stories with one or two lines.</i></p>	<p><i>Texts: Longer books with frequently encountered words and supportive illustrations.</i></p>	<p><i>Texts: Texts with many lines of print; books organized into chapters; harder picture books; wider variety of genres.</i></p>	<p><i>Texts: Wide variety of long and short texts; variety of genres.</i></p>	<p><i>Texts: Wide variety of genres and a range of purposes.</i></p>
<p>Approximate Grades: K–1</p>	<p>1–2</p>	<p>2–3</p>	<p>3–4</p>	<p>4–6</p>

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